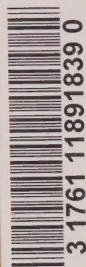


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An evaluation of the
'CREATING A CAREER'
program in Ontario

(March—June 1978)

(FINAL REPORT)

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AN EVALUATION OF THE 'CREATING A CAREER' PROGRAM

IN ONTARIO (March - June 1978)

PREFACE

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Preface

This report of the evaluation of the 'Creating a Career' (CAC) Program in Ontario in 1978 is addressed primarily to those in the federal and provincial governments who will decide the future usage of the program and, also, to the staff in the community colleges and other agencies that used the program. (We envisage that, while both these groups will be interested in the results of the program and in a profile of users, it will mainly be the latter who will want to read the discussion about the usage of CAC in the classroom, the modifications made to the program, etc.)

We have assumed that both audiences are familiar with the problem of youth unemployment and we have not, therefore, made more than occasional references to this. For more detail consult Youth Unemployment in Canada: A Detailed Analysis (1976), and Breton, Social and Academic Factors in the Career Decisions of Canadian Youth (1972).

We would like to express our thanks first to the hundreds of CAC students who completed our various and lengthy evaluation instruments and, second, the staff at the community colleges and community resource centres who spent considerable time being interviewed and writing to us about their courses. Our third acknowledgement is to Ms. Evelyne Murphey for a variety of administrative functions carefully performed. Ms. Beverly

Nugent assisted with this for some weeks. We also acknowledge the assistance from the Ontario Career Action Program (OCAP) clerical and administrative staff who helped us out on a number of occasions. The staff of the Information Resources Branch of the Ministry of Colleges and Universities -- in particular, L. Oliver, E. Cheung, K. Hansen and H. Goldberg -- provided the computing services to process some of the research data.

We have also benefited from discussions with Mr. S. Conger (Director of Occupational and Career Analysis and Development Branch, Employment and Immigration) who, among other things, suggested the use of Super's Career Development Inventory, (1975), and Mr. R. Breton of the Department of Sociology, University of Toronto. Responsibility for any errors or misrepresentations in the study rests, of course, with the authors.

The project was supervised by Don Ahrens, who is now Manager of Employer-Sponsored Training, Ministry of Colleges and Universities. Project consultants were Alan Etherington and Bob Pletsch.

Ontario Ministry of
Colleges and
Universities,
Toronto,
September 1978

1. Introduction

Youth unemployment arises from a variety of societal and individual causes which, at the societal level, includes:

- "the state and structure of the economy, the number and type of unfilled jobs;
- the number of young people, their participation rate in the labour force;
- the geographic distribution of employment possibilities; and
- the educational system. " 1

At an individual level, various personal factors can be identified as causing unemployment; these include:

- lack of self-knowledge;
- low self-esteem;
- ignorance of the range of occupations in Canadian society;
- an inability to match one's own skills, aptitudes and interests with occupational requirements;
- ignorance of job search techniques;
- difficulty with decision-making; and
- inappropriate work attitudes.

This report evaluates 'Creating a Career' (CAC), a program for unemployed youth to help them solve some of their individual problems and to help them obtain appropriate and satisfying employment.

CAC consists of two sections, Career Planning and Job Search, and uses a package of five components:

- (a) Instructor's Manual
- (b) Career Planning and Job Search workbook
- (c) A Career Planning Guide reference book
- (d) A Job Search Guide reference book
- (e) Exploring Occupations keysort cards kit.

A comprehensive description of the CAC content, processes and materials is provided in Appendix One.

2. Summary of the evaluation of the 'Creating a Career' Program in Ontario (March - June 1978)

Many community colleges experienced problems in recruiting unemployed youth, and in three months, just over half of the quota of 2,000 were enrolled in 'Creating a Career' courses. However, once recruited, two-thirds of these completed their courses which, typically, lasted about ten days. By the end of their courses, twice as many completers felt they knew themselves well enough to choose a career. They also displayed a higher vocational maturity as measured by Super's Career Development Inventory, (1975).

Many of those who enrolled were aged 16 to 24, unemployed and out-of-school. They reported their major problems in finding employment as being lack of experience, insufficient education, and an absence of jobs. Less than half reported having had previous vocational counselling but over 90% had had one or more jobs, most had probably been irrelevant to their career interest. When contacted a few weeks after the course, 53% of the completers and 37% of the dropouts were employed. However, 40% of these completers were in Ontario Career Action Program (OCAP) placements, thereby confusing the comparison.

Over 40% of all completers intended to return to school and almost three-quarters of these said that CAC had helped them make this decision. Those with a low education (Grade 11 or less) were particularly interested in returning to school.

When asked which section of the Program had been most useful, most completers (63%) replied that "job search" was, despite the fact that it was generally allocated less time than "career planning." The job search section

covered a number of practical stages in the process of finding employment. Seventy-three per cent of completers reported having prepared a resume; 47% said they had written at least one letter of application; 30% had had a real job interview; and 14% said that they had been offered a job.

Many felt that the course was too short to cover its content properly and "expand it by one week" was the single most common suggestion on how to improve the course.

Half of the completers said they would have liked to have participated in CAC while in school, but almost as many said that their period of unemployment had been the best time to have taken the course. Others suggested that access to courses like CAC is a lifetime need.

Of those who dropped out of CAC, 24% had achieved grade 12 education, but nearly twice as many (43%) had grade 11 or less education. Age was also important, with 38% of those between 16 and 19 dropping out. Only 27% of those between 20 and 24 dropped out.

The biggest single challenge of the Program is to develop a vocational guidance course more appropriate to the needs of such youth. They must decide whether to return to education and where, or they must decide to find employment despite their lack of education. To decide not to face this decision and explore its options is to drift into a syndrome of low-paid casual employment punctuated for some years by periods of unemployment.

Three-quarters of those who enrolled in the course wanted a copy of the evaluation report; they will receive this summary.

3. The 'Creating a Career' Program in Ontario

3.1 Limited use of CAC in the Ontario Career Action Program (OCAP) 1976

3.2 CAC funding

3.3 Decision to participate

3.4 Toronto briefing session

3.5 Enrolment

3.6 Initial assumptions about the course

3. The 'Creating a Career' Program in Ontario

3.1 Limited use of 'Creating a Career' in the Ontario Career Action Program (OCAP) 1976

'Creating a Career' was offered to 35% of those in training positions during 1976. While the CAC course which was offered was a much abbreviated form of the course, student reaction to it was quite positive. As many as 68% of those who attended the course estimated that CAC was more than "somewhat" helpful in further defining their career paths.

3.2 CAC funding

During the fall of 1977, the provincial Ministry of Colleges and Universities and the federal Ministry of Manpower and Immigration arranged to offer "Creating a Career" to 2,000 unemployed youth in Ontario. The federal government contributed \$150,000 or \$75 per CAC participant toward the cost of the program.

3.3 Decision to participate

On January 17, 1978, Mr. T. P. Adams, Assistant Deputy Minister of the Ministry of Colleges and Universities, invited Ontario's community colleges to offer CAC to unemployed youth in their communities beginning February 1978. On the basis of oral and written requests, Mr. Don Ahrens, OCAP Manager, developed a tentative student quota list. Colleges were then invited to a briefing meeting held on February 27 and 28, 1978. Fourteen colleges were represented at that meeting.

3.4 Toronto briefing session

The two day briefing meeting had two main purposes: first, to give potential instructors a summary of the course and how to run it and, secondly, to explain the evaluation methods of CAC and to distribute copies of available evaluation instruments. Two staff members from the Canada Employment and Immigration Commission outlined the CAC program while the two consultants to this evaluation, Alan Etherington and Bob Pletsch, explained the evaluation methodology and instruments.

3.5 Enrolment

Eighteen colleges and two community resource centres enrolled 1,170 students in CAC courses between March and July 1978. The distribution of enrolments is shown in the following table according to enrolments before and after the end of May. The population of this evaluation study included those 1,040 (89%) who had enrolled in a course by May 31, 1978.

Table Enrolment in CAC Courses by Institution

CAAT/CRC	CAC quota	Students enrolled by May 31, 1978	Students enrolled June 1 - July 31, 1978	Total enrolment	Total as a percentage of quota
Algonquin	160	85	23	108	68
Cambrian	100	69		69	69
Canadore	60	33		33	55
Centennial	100	60		60	60
Conestoga	90	39		39	43
Confederation	80	31		31	39
Fanshawe	180	49		49	27
Georgian	90	44		44	49
Humber	75	33		33	44
Lambton	60	68		68	113
Loyalist	30	0		0	0
Niagara	190	151	38	189	99
Northern	125	126		126	100
Sault	15	13		13	87
St. Clair	210	42	8	102	49
St. Clair - Millhouse		42	10		
Kitchener CRC					
St. Lawrence	210	32		32	15
Seneca	55	29		29	53
Sheridan	40	20		20	50
Sir Sandford Fleming	150	74	51	125	83
TOTAL	2,000	1,040	130	1,170	59

3.6 Initial assumptions about the course

In the planning stages of the program, a number of assumptions were made about the course and the probable client group. Among those assumptions were:

- a) that the high number of unemployed youth (approximately 150,000) provided a ready pool of potential CAC students;
- b) that the waiting lists for Ontario OCAP positions, Unemployment Insurance Commission files on unemployed youth, and the Canada Manpower Centre counsellors would together provide a surplus of potential CAC students;
- c) that provision of only 2,000 places in the Program for Ontario was inadequate (For example, St. Clair College in Windsor estimated their area's unemployed youth to number approximately 6,000.);
- d) that the CAC course is quite academic in its orientation (thus, the drop-out rate would be quite high, given the fact that many of the CAC students would be high school dropouts who had left school because of a distaste for academic work).

In summary, it was felt that recruitment to the course would be relatively easy, that there would be substantial waiting lists for the course, and that a high drop-out rate could be anticipated.

In fact, none of these assumptions proved correct. The problems of recruitment are discussed at length in Section 6.4 of the report. Waiting lists, which were to have provided a control group for this evaluation, were impossible for colleges to develop. Drop-out rates were much lower than anticipated.

While instructors planned few major changes to the course prior to the course's commencement, the evaluation indicates that they made a large number of significant changes as they proceeded to teach the course. The modifications were generally an attempt to simplify and reduce the amount of paper work. The two reference books were used quite infrequently, and panels and outside resource people were generally used sparingly.

The nature of the CAC course in the classrooms is described in Section 7.

4. A profile of CAC participants

- 4.1 Age
- 4.2 Unemployment
- 4.3 School attendance
- 4.4 Sex
- 4.5 Education
- 4.6 Perceived problems in obtaining employment
- 4.7 Reasons for taking CAC
- 4.8 Previous counselling
- 4.9 Previous work experience
- 4.10 Unemployed friends
- 4.11 An interest in knowing the results of the CAC program
- 4.12 Special groups of participants

The administrative criteria for enrolling in the CAC Program were that participants had to be:

- (a) aged 16 to 24,
- (b) unemployed, and
- (c) out of school.

Most CAC participants met these criteria.

4.1 Age

Almost 95% of the participants were aged 16 to 24.

<u>Age</u>	<u>Number</u>	<u>Percentage of total</u>
15	5	0.6
16-17	141	15.6
18-19	304	33.7
20-21	236	26.2
22-24	172	19.1
25-29	27	3.0
30-39	9	1.0
<u>40-47</u>	<u>8</u>	<u>0.9</u>
Total	902	100.1
no reply	5	11

Source: Enrolment questionnaire

4.2 Unemployment

The two CAC application form questions on employment suffered from a considerable lack of response and many incorrect answers. This high rate probably reflects the manner in which we attempted to collect the information and, in one case, the standard to which a reply had to conform to be accepted.

Firstly, on the application form, CAC applicants were asked, "From what date have you been unemployed?"

Date of unemployment	Number	Percentage of total
1976 and earlier	80	9.9
1977	427	53.0
Jan. and Feb. 1978	155	19.3
Mar. to May 1978	143	17.8
Total	805	100.0
no response	225	

Source: Application form

On the enrolment questionnaire, participants were asked to allocate their last 12 months between various occupational states, such as full-time employment or unemployment.

Number of months unemployed in the last twelve	Number	Percentage of total
0	116	19.7
1-3	130	22.1
4-6	171	29.0
<u>7-12</u>	<u>172</u>	<u>29.2</u>
Total	589	100.0
no reply or invalid reply	318	

Source: Enrolment questionnaire

A third source of evidence of unemployment history was the question on means of support. Once again the results are equivocal because of the large number of respondents who checked more than one response or wrote in another reply. Excluding these, then, 12.6% (95/751) claimed mainly to be supporting themselves from some kind of employment. In most cases this was part-time or casual work.

By what means are you mainly supporting yourself at present? (check one only)	Number	Percentage of total
family assistance	278	30.9
unemployment insurance benefits	242	26.9
welfare payment	62	6.9
savings	60	6.7
part-time employment	48	5.3
full-time employment	27	3.0
temporary/casual employment	20	2.2
loan	14	1.6
other	46	5.1
two or more means	<u>102</u>	<u>11.3</u>
Total	899	99.9
no reply	8	

Source: Enrolment questionnaire

While we cannot draw firm conclusions from these data we estimate that 60-80% of CAC participants had been unemployed before enrolling in the course. Others had been students or housewives or employed.

CAC participants indicated in the enrolment questionnaire what occupational states they had held in the previous twelve months. The average number of months in all the occupational states are shown below.

<u>Occupational status</u>	<u>Mean number of months in each status</u>
unemployed	4.8
full-time employment	3.0
full-time study	1.6
part-time employment	1.6
full-time study and part-time employment	0.5
other (e.g. vacation)	<u>0.5</u>
Total (months)	12.0

Source: Enrolment questionnaire

4.3 School attendance

The great majority of participants had left school.

<u>Are you attending school?</u>	<u>Number</u>	<u>Percentage of total</u>
yes	67	6.7
no	<u>927</u>	<u>93.3</u>
Total	994	100.0
no reply	36	

We know that community colleges in Peterborough, Thunder Bay and Windsor experimented with CAC in high schools

Even fewer participants were attending evening classes.

Are you attending evening classes?	Number	Percentage of total
Yes	51	5.7
No	<u>850</u>	<u>94.3</u>
Total	901	100.0
no reply	129	

Most had left school since 1976.

When did you leave school?	Number	Percentage of total
1978	109	14.7
1977	303	40.9
1976	145	19.6
1973-5	137	18.5
1970-2	41	5.5
1950-1969	<u>5</u>	<u>0.7</u>
Total	740	99.9
no reply	290	

A number of other pieces of data are available to fill out the profile of CAC participants.

4.4 Sex

More women (57% enrolled in CAC than men (43%).

4.5 Education

If grade 12 is taken as the completion point of high school, then, one-half (54.5%) of the CAC participants had reached this stage of the educational system. However, as will be shown below, over 60% thought that "not enough education or training" was a major problem for them in seeking employment.

<u>Highest education level</u>	<u>Number</u>	<u>Percentage of total</u>
grade 8 and less	40	4.5
grade 9	64	7.3
grade 10	175	19.9
grade 11	122	13.8
grade 12	303	34.4
grade 13	42	4.8
CAAT	82	9.3
university	<u>53</u>	<u>6.0</u>
Total	881	100.0
no reply	26	

Source: Enrolment questionnaire

4.6 Perceived problems in obtaining employment

To investigate why participants thought they were encountering difficulties in obtaining employment, a check list of 14 possible problems was provided and participants were asked to check all that were applicable.

What do you feel are your major problems in obtaining a job? (check as many as apply)			Percentage of total (n=907)
Rank		Number	
1	lack of work experience	655	72.2
2	not enough education or training	551	60.7
3	no jobs available	539	59.4
4	not enough information about job vacancies	354	39.0
5	undecided about what job to do	351	38.7
6	not enough information about different occupations	282	31.1
7	not knowing how to apply for a job	242	26.7
8	too young	156	17.2
9	lack of Canadian experience	58	6.4
10	wrong appearance	56	6.2
11	wrong attitude to work	46	5.1
12	sexual discrimination	36	4.0
13	too much education	18	2.0
14	racial discrimination	18	2.0

Source: Enrolment questionnaire

Some of the points that emerge from these results are:

a) The top ranking of "lack of work experience" is evidence of the reasons behind the popularity of OCAP's offer of sponsored work experience and explains why those colleges that linked OCAP and CAC generally found recruitment easier.

b) The depressed state of the economy is clearly perceived (problem 3) by unemployed youth both here and in another question where 58.9% agreed or strongly agreed with the statement, "Even with a good education, a person like me will have a tough time getting the job I want."

Note: Problems 4 and 7 relate to that part of the CAC syllabus covered in the Job Search section. Similarly, information about problems 5 and 6 is included in the Career Planning section.

4.7 Reasons for taking CAC

Many of the reasons that participants checked off for wanting to take the CAC program related to the personal problems they had identified in obtaining employment. There were undoubtedly other unlisted reasons as well. Some certainly joined for an OCAP position. Others thought that CAC was a training program.

Rank	Why do you want to take	Number	Percentage of total
	the CAC program? (check as many boxes as apply)		
1	learn about jobs I would like to do	663	73.1
2	learn about where jobs are available	624	68.8
3	learn how to choose jobs I would like to do	607	66.9
4	learn how to do job search	575	63.4
5	learn more about myself	528	58.2
6	meet new people	412	45.4
7	something to do	139	15.3
8	I am forced to take it	29	3.2

4.8 Previous counselling

More than 4 CAC participants in 10 (44.5%) reported having had previous vocational counselling. This counselling had been with high school counsellors (58.9%), Canada Manpower counsellors (58.9%), families (45.0%), friends (35.1%) and a high school course (18.6%).

It appears that counselling is associated with a higher probability of having completed a resume, having made vocational decisions and a feeling of self knowledge.

Previous vocational counselling	Number	Percentage of total who had prepared a resume	Percentage of of total who knew jobs they were seriously thinking making a career of	Percentage of total feeling that they knew their interests and abilities well enough to decide about future career
yes	404	63.1	71.8	38.1
no	<u>481</u>	<u>47.2</u>	<u>61.8</u>	<u>33.7</u>
Total	<u>885</u>	<u>54.5</u>	<u>66.0</u>	<u>35.7</u>

Source: Enrolment questionnaire

It should, perhaps, be pointed out that students who have counselling may be older and better educated, for instance, than those who do not.

4.9 Previous work experience

The great majority (95.5%) of CAC participants had applied for a job and almost as many had worked at least one job.

Number of jobs previously held	Number	Percentage of total
0	88	8.5
1	180	17.5
2	252	24.5
3	222	21.6
4	142	13.8
5 or more	<u>146</u>	<u>14.2</u>
Total	1030	100.1

Source: Application form

Despite this widespread work experience which equaled, on average, having had two or three jobs before joining CAC, it should be noted that "lack of work experience" was the most commonly felt problem in obtaining employment (4.6). These findings probably relate to the differences between the types of casual employment available to students, for instance in fast food outlets, and jobs they were considering for long term employment.

4.10 Unemployed friends

With youth unemployment officially reported at around 15% and probably substantially higher if "hidden unemployment" is included, we wondered if CAC participants saw themselves as being alone with this problem, or whether they personally saw unemployment as a widespread phenomenon through having close friends also unemployed. Over 80% had one or more close friends unemployed.

About how many of your close friends are unemployed?	Number	Percentage of total
0	130	17.6
1-2	264	35.7
3-5	196	26.5
6 or more	<u>149</u>	<u>20.2</u>
Total	739	100.0
Don't know/no reply	168	

Of those aged 16 to 19, 12.6% had no close friends unemployed compared with 22.2% of those aged 20 to 24. Of those participants with grade 12 or less 15.7% had no close friends who were unemployed, compared with 24.7% of those with grade 13 or higher.

4.11 An interest in knowing the results of the CAC program

A final question on the enrolment questionnaire stated, "If you would like to receive a copy of our report on the CAC program, please check here...and write your mailing address below." We think this step is important. Firstly, it shows that the information that CAC participants had provided would be collected and read. Secondly, it is an opportunity to educate unemployed youth about a program in which they had participated. Thirdly, it is probably good public relations. Three-quarters (74.8%) of the 907 participants who completed the questionnaire took advantage of this offer and the report summary will be mailed to them.

4.12 Special groups of CAC participants

Three special groups can be identified from among the CAC participants. In all cases, reports from CAC instructors and other staff suggest that this course worked well with these groups.

a) Older participants

Almost 5% of the participants were aged 25 or more. Some colleges followed the program regulations and turned down any one in this age group so this figure underestimates the demand for such a program by this group. At least one college charged a small fee for such students. Twelve of the 40 in this age group (30%) dropped out of the course.

b) Residents of "half-way houses"

Two community resource centres in Windsor and Kitchener used CAC for 42 of their residents who enjoy a limited freedom to search for employment, work or study while serving out their jail sentences.

It was generally impossible to organize more than one large group session per week, so most of the course was done in individual, small-group counselling sessions.

CAC appears to have provided a structure to the normal counselling work of the community resource centres and many residents were reported to have enjoyed it, found it useful and taken it seriously. The course was often, however, overly academic and required a lot of explanation and discussion before the texts were understood.

Among the important points to be resolved for each participant was, of course, how to deal with the period spent in jail, in preparing a resume and completing job application forms.

The notes from these instructors on the participants and courses were among the most detailed we received.

c) Sole support mothers

When the staff of Sir Sandford Fleming College, Peterborough, were explaining the course to various agencies around the town, the case for a special course designed for single mothers was made and agreed upon. This course was run on an appropriate schedule and with child-minding facilities.

5. PROGRAM RESULTS

5.1 Occupational outcomes

The estimated occupational outcomes of CAC students -
March-June 1978

5.2 Changes in the career development inventory scores

A description of the inventory

The impact of the CAC Programs measured through CDI scores

5.3 The impact of the course on changing occupational attitudes

Self knowledge

Self esteem

Locus of control

5.4 Course attendance and drop-out rates

Attendance

The definitions of drop-outs and completers

5.5 The course drop-outs

5.6 Factors associated with drop-out or completer status

Drop-outs and vocational indecision

5.7 Miscellaneous results

Job-search results from CAC

The best time to take CAC

The perceived monetary value of the CAC course

5.1 Occupational outcomes

Random samples were taken of completers and drop-outs for the follow-up surveys. Their occupational status at the time of being contacted is reported below. Because only a sample of the total course population was contacted, the proportion of students in each occupational status is only an estimate of the proportion in that status in the total population. The final right hand column indicates the range of values in which we can be 95% confident that the corresponding proportion of the total population falls. For instance, 53.1% of the sample of 113 completers reported being employed. We are thus 95% confident that the proportion of all 706 completers employed at that time was somewhere between 44.5% and 61.7% (i.e., 53.1% \pm 8.6%).

Occupational outcomes - CAC completers

Outcome	n	%	95% confidence interval
employment - OCAP	24	21.1	\pm 7.1%
employment - non OCAP	36	31.9	\pm 8.0%
total employment	60	53.1	\pm 8.6%
unemployed	40	35.4	\pm 8.2%
studying/intending to study	13	11.5	\pm 5.5%
Total	113	100.0	

Occupational outcomes - drop-outs

Outcome	n	%	95% confidence interval
employment	26	37.1	<u>+</u> 10.3%
unemployed	37	52.9	<u>+</u> 10.6%
studying/intending to study	7	10.0	<u>+</u> 6.4%
Total	70	100.0	

The results of extrapolating these estimates to the whole population of CAC participants are presented on the following page.

The estimated occupational outcomes of CAC students - March-June 1978

1,040 students enrolled in CAC courses in 18 community colleges and
2 community resource centres

334 (32.1%) dropped out early

When followed up about three-five weeks later:

177 were unemployed (52.9%)	124 had jobs (37.1%)	33 were in school (10.0%)
-----------------------------------	----------------------------	---------------------------------

706 (67.9%) completed *
the course

When followed up about seven-eleven weeks later:

375 had jobs (53.1%)	250 were unemployed (35.4%)	81 were in school (11.5%)
150 were in OCAP jobs (21.2%)	225 were in non-OCAP jobs (31.9%)	

* A completer was defined as someone who attended 75% or more of the classes or, who attended 50% or more and also filled out an end-of-course questionnaire.

A number of other points about the occupational outcomes merit discussion.

(1) Many completers had already decided on their occupational futures by the end of the course. In most of these cases, they felt that the CAC course had helped them to obtain employment or decide to return to school.

Occupational Outcome	% of CAC completers (n=530)	% of these saying that CAC helped
employment	11.1%	74.6%
planning to enrol in education or training	42.3%	73.7%

It will be recalled that "not enough education or training" had been identified by CAC enrollees as their second most common problem in obtaining employment (4.6%). Consequently a higher proportion of those enrollees with grade eleven or less were intending to return to school than those with higher levels of education.

education level	n	% planning to enrol in education or training
grade eleven or less	200	48.0%
grade twelve or higher	314	38.9%
Total	514	42.4%

(2) Comparing the reported reasons for dropping-out with the occupational outcomes for drop-outs some weeks later, indicates no significant change in their employment rate. Thirty-seven per cent (26/70) reported dropping-out of CAC to gain employment while 39% (27/70) were employed at the time of the follow-up survey. Even in these few weeks many of these drop-outs had already lost their jobs and a number told the interviewers on the phone that they regretted not having finished the CAC course.

(3) The Ontario Career Action Program (OCAP) is a sixteen week job experience/training scheme which allows unemployed youth to work at no cost to an employer while receiving a \$100 per week allowance from the Provincial Government. Some colleges linked CAC and OCAP together - for instance, by placing in CAC those OCAP applicants who were undecided about what type of placement they wanted.

One CAC completer in five had obtained an OCAP job by the time of the follow-up survey. This invalidates any comparison between drop-outs and completers on employment rates. As the CAC and OCAP programs were often handled by the same personnel at a college, they were able to favour those who had completed CAC in the allocation of OCAP placements and similarly, discriminate against CAC drop-outs.

(4) Between 60-80% of OCAP graduates obtain employment on completing their OCAP placement. With the additional benefit of participating in a CAC course this may be higher. It is recommended that the effect of having both OCAP and CAC together be specifically followed up in the OCAP evaluation studies.

5.2 Changes in the career development inventory scores

A description of the inventory

The Career Development Inventory (CDI) has been designed by Super and his colleagues at the Teachers College, Columbia University, to measure the vocational maturity of both young and mature adults through self-ratings. Only one of its four stages was used in this evaluation - the exploration stage. The inventory manual describes this stage as

"normally extending from age 15 to age 25, a period in which the individual tries himself or herself out in self-examination and in occupational exploration in school, leisure activities and part-time work. Tentative occupational choices are made, a presumably appropriate field is chosen, training (if needed) is obtained, and a beginning job is sought and tried out.

Within this career stage are three further sub-stages:

1. Crystallization

Society expects people to develop clear ideas as to the field of work and the level of work, which are appropriate for them as a basis for occupational and job decisions. This concern is most often observed in adolescents and young adults entering the labour market, and in mature adults who have been displaced by injury, illness or catastrophe.

2. Specification

This is the concern with making a general occupational choice more specific, with making a serious commitment to a specialty or to a job. It is commonly observed in the early 20's and again (after occupational catastrophes) in rehabilitation or career change.

3. Implementation

This is the concern for taking steps for attaining an objective, for carrying out plans to realize one's ambitions. It is also a common concern of the early 20's, but is frequently observed at critical life stages such as the early 30's and middle 40's when the desire for greater self actualization causes career review."

In the CDI, each sub-stage contains ten statements concerned with vocational tasks and decisions. Individuals are asked to consider how much planning or thinking they have done in each area (e.g. "Finding out more about what people do in certain kinds of work in which I think I may be interested."), and choose a reply from,

- 5 I have done this already.
- 4 I am now doing what needs to be done.
- 3 I know what to do about it.
- 2 I have thought about it but do not yet know what to do about it.
- 1 I have not thought much about it.

A life stage score is then obtained by a simple summing of the ratings in the whole stage. For the thirty items in the exploration stage, the range of scores is thus from 30 (30x1) to 150 (30x5) and for each substage from 10 to 50.

Although the 1975 manual on the inventory suggests its use for evaluation purposes and longitudinal studies, as well as for counselling and diagnosis, it provides no examples of the inventory's use in a pre-test/post-test comparison as in this study. This may be the first such use of the inventory.

The impact of the CAC program measured through CDI Scores

For the 460 course completers for whom there is both pre and post course CDI data, the average total score increased by 26% from 89.7% to 112.9%. All substages shared substantial increases.

Mean CDI score by substage and total - before and after CAC courses
(n=460)

Sub-Stage	Enrolment questionnaire	End-of-course questionnaire	% Increase in mean score
Crystallization	30.1	39.7	32.0%
Specification	30.3	37.5	23.8%
Implementation	29.3	35.6	21.4%
Total exploration stage	89.7	112.8	25.8%

A 't' test on each sub-stage and the stage total showed all of these results to be significant at the 99.95% level. These data suggest that students who completed a CAC course felt a substantial improvement in their position in each sub-stage. Over-simply, the average position of participants for each of the 30 tasks and decisions has shifted significantly from "I know what to do about it" at the start of the course towards "I am now doing what needs to be done" at its end.

Not surprisingly, most participants increased their total scores, and only a minority recorded no change or a decrease.

Percentage of completers who decreased, made no change and increased their CDI scores by sub-stage and total.

	Crystallization	Specification	Implementation	Total exploration stage
	%	%	%	%
decrease	14.5	16.1	18.7	13.1
no change	9.5	12.3	12.3	9.3
increase	<u>75.9</u>	<u>71.6</u>	<u>69.0</u>	<u>77.5</u>
Total	99.9	100.0	100.0	99.9

5.3 The impact of the course on changing occupational attitudes

Twelve attitude items, to measure self knowledge, self esteem, locus of control, occupational primacy and ambition were included in the enrolment and end-of-course questionnaires to attempt to measure any attitudinal change during the course. These items were taken from Breton's Social and Academic Factors in the Career Decisions of Canadian Youth (1972).

In general, comparing occupational attitudes before and after indicates only minimal change during the course. There is, however, one quite staggering result on self knowledge and a few less impressive, but probably significant results on measures of self esteem and locus of control.

Self knowledge

The percentage of those participants feeling they know themselves well enough to decide their future career, more than doubled during the course.

"Do you feel you know your own interests and abilities well enough to decide about your future career?"

	Course completers	
	before the course	at the end of the course
n	630	530
	%	%
Yes	35.6	78.9
No	35.2	4.7
Don't know	27.5	14.3
No reply	1.7	2.1

Self esteem

By both measures of self-esteem used in the study, some course completers appeared to have a more enhanced view of themselves at the end of the course.

"Even with a good education, a person like me will have a tough time getting the job I want."

	Course completers	
	before the course	at the end of the course
n	630	530
Strongly agree/ agree	% 59.4	% 50.4
Strongly disagree/ disagree	37.1	47.9
No reply	3.5	1.7

The fact that at the end of the course half the completers agreed with this statement relates probably as much to their (probably realistic) feelings about their job opportunities as their self-esteem. It is of interest to note that the percentage of those disagreeing with this statement (47.9%) roughly accords with the percentage of completers in employment (53.1%).

On a more severe item measuring self-esteem, there was less change. "If I could change, I would be someone different from myself".

	Course completers	
	before the course	at the end of the course
n	630	530
Strongly agree/ agree	% 22.9	% 19.1
Strongly disagree/ disagree	 73.2	 79.7
No reply	4.0	1.3

Locus of control

Only on one other item does there appear to be a substantial change in attitude. This relates to locus of control with a shift in favour of making plans.

"Making plans only makes a person unhappy because plans hardly ever work out anyway."

	Course completers	
	before the course	at the end of the course
n	630	530
	%	%
Strongly agree/ agree	26.1	15.8
Strongly disagree/ disagree	71.1	82.1
No reply	2.6	2.1

5.4 Course attendance and drop-out rates

At the time of designing the evaluation, we felt that a large drop-out rate from the CAC courses could be anticipated. As students had paid no fee and no certificate would be issued at the end, the only stimulus to maintain attendance was the perceived usefulness of the course. The weather would be warm and the course was viewed as over-academic for some of its target population. In the belief that people would vote with their feet in such circumstances, the magnitude of attendance and drop-out rates would be an important indicator of CAC's value. Furthermore, CAC could be judged as failing to meet the needs of most of those who would drop out of the course. Identifying how drop-outs differed from completers would be a first step in considering how the learning needs of drop-outs might more appropriately be met. These areas were accordingly given a high priority in the evaluation proposal.

The workings of the program, however, were not that simple. Firstly, extrinsic inducements to attend appeared, for a few colleges at least, in the form of priority for OCAP jobs for CAC graduates. The recognition of the course as a legitimate activity for UIC recipients acted as a respite from more traditional and possibly more wearying forms of job search and perhaps, in this way, was also an inducement to attend.

Secondly, as will be described below, many instructors made a whole range of modifications to the course to move it away from its emphasis on "paper and pencil" work.

For whatever reason, the drop-out phenomenon turned out to be less than had been feared and, it is estimated that only a third (32%) left their course early, while another third (35%) attended every session of their course.

Attendance

At the end of the course, participants were asked to estimate how many hours they had attended the course in total. Mean attendance was 42.5 hours with almost half (46.9%) attending between 40-60 hours and another 8.6% attending more than 61 hours.

Reported total attendance (hours)	Participants	
	n	%
1-19	28	6.2
20-29	45	10.0
30-39	128	28.3
40-49	109	24.1
50-60	103	22.8
61-100	39	8.6
Total	452	100.0
No reply	78	

Source: End-of-course questionnaire

Another measure of attendance, the percentage of the total course attended, was taken from the attendance registers and used to define completers and drop-outs. The distribution of percentage attendance shows that over one third were reported to have attended every session of their course and over 60% to have attended at least three-quarters of the sessions. Once students were recruited to the course, its holding power was considerable.

% reported attendance		
	n	%
1-33	138	16.1
34-49	31	3.6
50-74	145	16.9
75-99	242	28.2
100	301	35.1
Total	857	99.9

Source: Attendance registers

The definitions of drop-outs and completers

For the purposes of the evaluation, a completer was defined as someone who had attended for 75% or more of the course or who had attended 50% or more and completed an end-of-course questionnaire (S6).

For a small number of participants the attendance information either came in too late to be included in the computer processing or did not come in at all. For the purposes of dividing these participants into drop-outs and completers the same rule was applied as to those with 50-74% attendance - if the S6 was included that participant was a completer, if not a drop-out. Checking this against late attendance data suggests that this had the net effect of incorrectly designating a small number of completers as drop-outs.

Much of the analysis of S2, the enrolment questionnaire, involved comparing 265 drop-outs with 630 completers. The following table shows the distribution of CAC participants who completed the enrolment questionnaire by attendance and whether or not an end-of-course questionnaire was received.

The sources of the 265 drop-outs are shaded.

Sources of drop-outs and completers - enrolment questionnaire analysis

	Attendance (%)				total
	1-49	50-74	75-100	not known	
no S6	133	87	159	42	421
S6 present	3	45	397	29	474
Total	136	132	556	71	895

The following table shows the variation in completion rates between the colleges.

Percentage completion and total number of participants by college

<u>College</u>	<u>Number of Participants</u>	<u>Percentage Completion</u>
Lambton	61	96.7
Sir Sandford Fleming	71	90.1
Humber	33	84.8
Georgian	35	80.0
Seneca	28	78.6
Conestoga	36	72.2
Algonquin	82	70.7
Millhouse and Kitchener CRC	34	70.6
Centennial	54	70.4
Confederation	30	70.0
Niagara	104	69.2
Northern	85	68.2
Sheridan	21	66.7
Canadore	32	62.5
Cambrian	67	61.2
Fanshawe	43	60.5
St. Lawrence	25	60.0
Sault	12	33.3
St. Clair*	42	28.6
<hr/> Total	<hr/> 895	<hr/> 70.4

*St. Clair's attendance information and end-of-course questionnaires arrived after the closing date for computer processing. Its amended completion rate is 76.2%. The correct total completion rate rises to 72.6%.

Source: Enrolment questionnaire

5.5 The course drop-outs

The drop-out survey provided an opportunity to ask drop-outs why they had left the CAC program early. Two reasons, that of obtaining employment and dissatisfaction with the course, clearly predominate as the following table shows.

Drop-out survey - "Why did you leave CAC early?"

	n	%
Obtained employment	25	35.7
Course not liked/inappropriate	21	30.0
Personal circumstances (e.g., medical, moved, family problems)	8	11.4
Start job search	7	10.0
Did not drop out	3	4.3
Other	6	8.6
Total	<u>70</u>	<u>100.0</u>

As the next four tables show, dropping-out was associated with

- (1) low education (grade 11 or less)
- (2) being a teenager
- (3) being relatively recently unemployed (less than 8 months)
and
- (4) having had only one or two jobs.

Percentage of drop-outs by education

Highest education level	n	% who dropped out
Grade 11 and below	404	42.8
Grade 12 and above	493	23.9
Total	897	32.4

Source: Application form

Percentage of drop-outs by age

Age	n	% who dropped out
16-19	450	37.8
20-24	390	26.7
25-49	40	30.0
Total	880	32.5

Source: Application form

Percentage of drop-outs by date unemployment commenced

Date of unemployment	Approximate number of months unemployed	n	% who dropped out
November 1977- May 1978	1-7	382	35.6
November 1976- October 1977	8-19	264	26.9
September 1977 and before	20 or more	58	29.3
Total		704	31.8

Source: Application form

Percentage of drop-outs by previous employment

Number of jobs prior to applying for CAC	n	% who dropped out
0	41	22.0
1-2	379	36.7
3-5	448	29.7
Total	868	32.4

Source: Application form

The greater amount of recent unemployment experienced by course completers also emerges from the results of asking participants to allocate their last 12 months between the different occupational states.

Mean number of months in different occupational states over the last year - drop-outs and completers

Occupational status	Drop-outs	Completers
n	168	411
	(months)	(months)
Unemployed	4.1	5.1
Full-time employment	2.8	3.1
Full-time study	1.9	1.5
Part-time employment	1.9	1.4
Full-time study and Part-time employment	0.7	0.5
Vacation	0.6	0.4
Total	12.0	12.0

Source: Enrolment questionnaire

5.6 Factors associated with drop-out or completer status

The response to various attitudinal and factual questions on the enrolment questionnaire can be disaggregated to permit a comparison between the response of those who subsequently dropped out of the course and those who completed it.

In general, this analysis indicates a similarity of attitudes, perceived problems in obtaining jobs, vocational maturity, reasons for taking CAC, etc., between drop-outs and completers rather than striking differences.

Two factors that appear to be somewhat significantly associated with drop-out or completer status are means of support and the source of first information about the course.

Those participants who were supporting themselves from their savings had almost half the drop-out rate of those in some form of employment.

"By what means are you mainly supporting yourself at present? (check one only)"

Means	n	% who dropped out
Savings	59	22.0
Unemployment Insurance benefits	240	26.7
Family Assistance	273	30.0
Welfare	62	30.6
Employment	93	40.9
Other	60	31.7
Two or more means	100	29.0
Total	887	29.8

Source: Enrolment questionnaire

The results of this table are somewhat unsatisfactory - firstly because of the large number who checked two or more means of support and secondly because of the large number of "others". More response options and provision for multiple replies are necessary in asking this kind of information.

Students who had first heard about the program from their families, a college or from an advertisement had a considerably lower drop-out rate than those hearing about it from friends or a CMC/YEC.

"How did you first hear about this CAC program? (check one only)"

Source	n	% who dropped out
Family	43	18.6
Community College	105	23.8
Media Advertisement	211	24.2
Friends	83	32.5
Canada Manpower/Youth Employment Centre	264	32.8
Other	132	38.6
Total	864	29.7

Source: Enrolment questionnaire

We suggest that the relatively high rate of drop-out for those recruited through a CMC or YEC arose from

- (1) participants being forced to enrol, under threat of having their UIC benefits reviewed
- (2) little or no college screening

Comparing drop-outs and completers by their replies to eleven attitude statements in the enrolment questionnaire generally revealed a similarity of attitudes between these groups rather than any difference. The chi-square analysis on all of these revealed that none was significant at a 95% confidence level and only one at 90%.

Attitude statement	% of completers who agree/ strongly agree (n=630)	% of drop-outs who agree/ strongly agree (n=265)	Chi-Square*
"Making plans only makes a person unhappy because plans hardly ever work out anyway"	26.1	32.5	3.26
"The job should come first, even if it means sacrificing time from recreation"	74.3	69.6	2.29
"The most important thing for a parent to do is to help children get further ahead in the world than she or he did"	54.5	59.2	2.22
"The best way to judge a man is by his success in his occupation"	19.7	16.2	1.59
"A person should try to do what he does better than anyone else"	70.8	68.3	1.32

"When a man is born, the success he's going to have is already in the cards, so he might as well accept it and not fight against it"	11.9	14.7	1.08
"Even with a good education, a person like me will have a tough time getting the job I want"	59.4	56.9	1.02
"I would make any sacrifice to get ahead in the world"	40.3	44.5	0.96
"Good luck is more important than hard work for success"	8.5	9.8	0.32
"If I could change, I would be someone different from myself"	22.9	24.5	0.31
"The most important purpose of high schools is to prepare people for their occupational career"	66.4	67.9	0.01

*For one degree of freedom the appropriate percentile points of the chi-square distribution are

80% = 1.64

90% = 2.71

95% = 3.84

Similarly, Super's CDI was unable to discriminate between drop-outs and completers.

Mean CDI score by sub-stage and by drop-out and completer
- Before the CAC Course

Sub-stage	drop-out	completer
Crystallization	29.1	30.1
Specification	29.9	30.2
Implementation	29.4	29.2

Source: Enrolment questionnaire

Drop-outs and vocational indecision

A simple expectation of the course was that CAC students who were undecided about vocational choice would be more likely to complete it. However, one measure from Breton's Social and Academic Factors in the Career Decisions of Canadian Youth (1972) and another of our own, revealed no evidence of such a relationship.

"At this time, are there any jobs that you are seriously considering making a career of?"

	n	% who dropped out
Yes	589	29.0
No	295	30.8
Total	884	29.6

Source: Enrolment questionnaire

"Do you feel you know your own interests and abilities well enough to decide about your future career?"

	n	% who dropped out
Yes	323	30.7
No	305	27.2
Don't know	254	31.9
Total	882	29.8

Source: Enrolment questionnaire

Nor did it for those who had not even developed the simple job search tool of their resume.

"Have you ever prepared a resume (a description of your education and job experience)?"

	n	% who dropped out
Yes	483	27.7
No	351	30.2
Don't know	42	42.9
Total	876	29.5

Source: Enrolment questionnaire

From fourteen options presented to CAC students when identifying their major problems in obtaining a job, only four items had a 4% or greater difference between drop-outs and completers.

"What do you feel are your major problems in obtaining a job? (check as many as apply)"

Problem	% of drop-outs with this problem	% of completers with this problem
No jobs available	63.8	57.5
Not enough information about different occupations	27.2	33.0
Lack of work experience	69.4	73.7
Not enough education or training	63.8	59.7
Not enough information about job vacancies	37.4	39.8
Wrong appearance	4.9	6.8
Too much education	1.1	2.4
Wrong attitude to work	4.2	5.4
Not decided about what job to do	38.1	39.2
Not knowing how to apply for a job	26.0	27.1

Too young	16.6	17.5
Sexual discrimination	4.2	4.0
Racial discrimination	1.9	1.7
Lack of Canadian experience	6.4	6.3

When asked to cite the reasons why they took the CAC course, the responses of the drop-outs and completers were similar except for the item, "learn how to do a job search". More completers than drop-outs (12.1%) chose this response. This makes sense in view of the fact that colleges generally offered the Job Search component during the second half of the course, and so anyone who was specifically interested in this section would tend to continue with the course and complete it.

"Why do you want to take the CAC program? (check as many boxes as apply)"

Reason	% of drop-outs giving this reason	% of completers giving this reason
Learn how to do a job search	54.7	66.8
Learn how to choose jobs I would like to do	70.9	65.9
Something to do	18.1	14.3
Learn about jobs I would like to do	75.8	72.2

Learn about where jobs are available	66.8	70.0
Learn more about myself	56.2	59.4
Meet new people	44.2	45.9
I am forced to take it	3.0	3.3

5.7 Miscellaneous results

Job search results from CAC

At the end of the course, completers were asked how far they had progressed in their job search during the course.

The following table shows that the great majority had prepared a resume and that almost a half had written a letter of application. One in eight had been offered a job during the course.

Job search activity	% of course completers reporting this activity at the end of the course (n=530)
Preparing a resume	72.5
Writing one or more letters of application for jobs	47.0
Making one or more phone calls for jobs	37.7
Having a real job interview	30.2
Submitting a resume	27.2
Being offered a job	13.6

The best time to take CAC

Contemporary thinking about the timing of vocational guidance tends to stress its importance as a life-long need.

The end-of-course questionnaire asked CAC students their views on the timing of CAC. Half replied they would have liked it at school and just under a half said that the actual time they had taken it had been best. In general, this result can be seen as evidence to support the need for life long access to courses such as CAC.

"You have just finished the CAC program. You have completed it while you were not in school. Do you think that this was the best time for you to have taken the course, or, would it have been more useful if you had been able to take it while you were in school?"

(Check (a) or (b) or write in your reply to (c))

	n=530 %
(a) This was the best time for me to have done the CAC program.	41.3
(b) It would have been better for me to have taken CAC while I was still in school.	50.6
(c) The best time for this course to be offered to a person like me is	5.2
No reply	3.0

The perceived monetary value of the CAC course

In the end-of-course questionnaire CAC participants were told, "we would like to know how much you value the CAC program" and then asked, "Please tell us the maximum amount which you think you would have been prepared to pay for this course if a fee had been charged?"

Replies ranged from nothing to \$500 and \$900 with a mean of \$35.60. From all 472 replies to this question, the four most frequent sums stated were \$20.00 (17.4%), \$25.00 (14.6%), \$50.00 (12.9%) and \$10.00 (10.2%)

Maximum amount prepared to pay (\$)	Participants	
	n	%
0	26	5.5
1-19	113	23.9
20-29	152	32.2
30-49	70	14.8
50-99	80	16.9
100-900	31	6.6
Total	472	99.9

6. PROGRAM ADMINISTRATION AT THE COLLEGE LEVEL

6.1 The CAC instructors

6.2 Obtaining space

6.3 Obtaining materials for CAC

6.4 Recruitment of participants

6.5 Screening of applicants

6.6 Scheduling length of course

6.7 Communication between OCAP and the CAATs

6. PROGRAM ADMINISTRATION

6.1 The CAC instructors

Recruitment

Staff to teach the CAC course were recruited from a variety of sources, including: existing full and part-time staff of the colleges, former staff, counsellors, nurses, high school guidance teachers, and people with little or no previous teaching experience, e.g., a professional engineer and a former newspaper editor.

The rate of pay varied from college to college, depending largely on the local night-school rates and the per diem paid to supply teachers.

Number of instructors/Number of courses taught

From the various pieces of information from the CAC colleges, it was possible to identify 43 different instructors who had taught a total of 77 courses. This excludes two instructors in the Community Resource Centres who taught CAC courses on an individual basis.

<u>Total number of CAC courses taught by one instructor</u>	<u>Number of instructors</u>	<u>Total courses taught</u>
7	1	7
6	1	6
5	2	10
4	2	8
3	4	12
2	5	10
1	<u>28</u>	<u>28</u>
	43	81*

*Includes four courses taught by a team of two instructors.

With such a variety of instructors it was not surprising to find a considerable variation in the focii and content of the courses. Generally, instructors tended to see the needs of their class in the light of their own experience. Instructors with counselling experience thus tended to include more counselling than, say, those with life skills teaching experience.

It was the younger instructors, with little previous experience in this area who tended to follow the course design most closely.

Many of the instructors who normally worked in areas such as student counselling or BJRT reported that they planned to use some of the CAC exercises and content when they returned to their usual work.

Most colleges thought it would be easier to run the course with just a few instructional staff. They would be able to build up experience and improve their performance. One college took a different perspective and arranged for all but one of their staff to teach at least one course. This exposure to the course was seen as an opportunity for professional development and the shared experience was seen as a contribution to team building within the Student Services department of the college.

6.2 Obtaining space

Generally, space was available to the colleges within their own facilities at no cost. In only a few cases was the space used for CAC a considerable distance from the main campus. This complicated both recruitment and registration in those cases where an instructor had been asked to do them both as well as his instructional role. For students the distance from campus also meant limited access to counselling, placement information, library materials, etc.

6.3 Obtaining materials for the course

While the obtaining of materials was not a major area of difficulty, there were certain problems that colleges encountered. A number of colleges were unable to obtain student workbooks on time and were given permission to reproduce them in their college printing shops. French versions in large numbers were not available which created problems for some colleges such as Algonquin. The keysort kits were in short supply and because they cost \$250 few colleges attempted to borrow a kit from the local CMC. Only a few colleges were able to obtain copies of pre-recorded tapes to use with the Job Search section of the course.

6.4 Recruitment of participants

During interviews at the colleges, the difficulty of recruiting participants was the most significant issue raised by CAC co-ordinators. Despite a variety of approaches, many colleges found it both frustrating and disappointing that they were unable to meet their quotas. The variations in the extent to which colleges were able to meet their quotas has already been discussed in Section 3.4 above. By the end of July only three colleges had met or exceeded their CAC quota. Seven colleges had recruited less than half their quota. The short lead time contributed to the difficulty of recruiting. Most colleges (14) waited between 5 and 11 weeks between the briefing session on February 27 and 28, 1978, and the starting date of their first course.

<u>Starting date of the first course</u>	<u>Number of colleges</u>	<u>Weeks following the briefing session</u>
16 February	1	
13 March	3	2
3-7 April	6	5
10-12 April	4	6
24 April	3	8
15 May	<u>1</u>	11
Total	18	

One of the practical problems encountered by this recruitment program was simply, how to contact unemployed youth to inform them of CAC. Two sources, Canada Manpower Centres and the media were reported to be the most common agents of diffusion about the course.

How did you first hear about
this CAC program? (check 1 only)

	<u>n</u>	<u>%</u>
Canada Manpower	266	30.4
Media	214	24.5
Community college	106	12.1
Friends	84	9.6
Family	44	5.0
Youth Employment Centre	26	3.0
Other	<u>135</u>	15.4
Total	875	
no reply	32	

Source: Enrolment questionnaire

When we asked the colleges how they had gone about recruiting students for CAC, they provided more detail about these and other methods. Their approaches included:

- direct referrals from counsellors at Canada Manpower Centres and Youth Employment Centres,
- having the UIC offices or the CMC write letters to all youth on their files asking them to come in for an interview concerning CAC,
- using computer print-outs of lists of UIC benefit recipients, produced by UIC, for telephone recruiting,
- college press releases which were sometimes picked up by local media,
- CAC posters displayed in strategic locations, e.g., shopping centres and CMCs,
- visits to agencies and individuals such as: Children's Aid, Labour Council, Welfare offices, church ministers and priests, school guidance counsellors, jails,
- paid advertisements in newspapers, on radio and television,
- public service announcements on radio and television,
- interviews with CAC instructors and co-ordinators and students arranged live on radio and television or with local newspapers,
- referral of OCAP applicants to CAC from both waiting lists and general inquiries of OCAP personnel,
- sending a college staff member to the regular orientation meetings for new UIC recipients and to meetings with CMC counsellors,
- referrals from regular course instructors at the colleges, and
- obtaining a list of high school drop-outs from the local board of education.

Comparing the percentage of participants in the various community colleges who had heard of the course from these different sources, shows wide variations. The percentage of students, for instance, who heard of CAC through Canada Manpower varies from 54.5% at Humber to 3.3% at Georgian.

Percentage of participants

hearing of CAC through Canada Manpower	Number of colleges	College names
50-59	2	Canadore, Humber
40-49	3	Centennial, Northern, Sault
30-39	4	Conestoga, Niagara Seneca, Sheridan
20-29	4	Cambrian, St. Lawrence, Fanshawe, Sir Sandford Fleming
10-19	3	Algonquin, Lambton St. Clair
1-9	2	Confederation Georgian
Total	18	

As this table indicates, there was great variation in the kind and degree of communication and co-operation between colleges and the Canada Manpower Centres. It ranged from situations where the CMC handled publicity, recruitment, registration, screening and the formation of classes to the other extreme where colleges either chose not to involve the CMC or the CMC refused to assist in recruiting for CAC. In between these extremes there were places where there was an amicable co-operation and a sharing of duties between the centres and the colleges. In most of these cases the CAC recruitment process worked well.

In the case of recruitment by media advertising, the range was from 69.4% at Georgian to nil at St. Clair.

Percentage of participants

hearing of CAC through
the media

Number of
colleges

College names

60-69	1	Georgian
50-59	1	Seneca
40-49	1	Algonquin
30-39	2	Niagara, Northern
20-29	5	Cambrian, St. Lawrence, Lambton, Sault, Sheridan
10-19	4	Conestoga, Confederation, Fanshawe, Humber
0-9	4	Canadore, Centennial, St. Clair, Sir Sandford Fleming

Total

18

The evidence of this evaluation suggests that CAC serves the needs of many unemployed youth, and yet, when it is described in an advertisement or inspected by instructors the reaction is generally one of skepticism. Many staff said they were apprehensive of using CAC until they had actually tried it. The student services department of one college had actually refused to use it last year and another department was left to pick it up in this program. Advertisements for OCAP were reported as receiving four and more times the response that similar size and style ads for CAC did.

A major source of goodwill rests with those who have participated in the course. Most participants had one or more unemployed friends. We suggest that CAC graduates may be able to serve as effective recruiters for future courses through their personal endorsement to their unemployed friends.

Publicity

It would appear from interviews with both staff and students that greater publicity would have made recruitment easier. Students generally felt that Canada Manpower offices and newspaper advertisements in the "Help Wanted" section were the most effective ways to publicize CAC.

The use of newspaper advertisements posed a number of problems for the colleges. Often the ads were located poorly within the paper. Many of the ads were overly wordy and a number contained serious inaccuracies, e.g., implying that participants might earn \$100 per week on CAC or stating that being employed (rather than unemployed) was a prerequisite to CAC. Colleges also had difficulty producing effective ad layouts because they lacked the technical expertise and equipment.

Links between CAC and Ontario Career Action Program

Although the CAC Program was administered by the colleges directly through the OCAP Co-ordinator's office, in many cases, there was considerable variety in the extent to which the two programs were linked. This ranged from situations where CAC was used as an official pre-requisite to OCAP positions, to places where the CAC instructor hardly knew of OCAP's existence.

A large number (21% of course completers) were successful in obtaining OCAP placements shortly after completion of CAC. The OCAP placements served to provide an excellent opportunity for trainees to use the new insights and skills gained while on CAC. Some colleges felt that the CAC course in an abbreviated form should be given, with time off, to their OCAP trainees in both government and industry. Some colleges, e.g. St. Clair, are already doing this.

6.5 Screening of applicants

The selection of participants in some colleges included a screening of applicants to determine such things as: reading and writing level, availability of transportation, commitment to CAC content and understanding of the objectives of CAC. In one college, where places were limited, the 15 most interested were accepted.

Where screening included a test of literacy, most instructors felt that a reading and writing level at about the grade nine level was a minimal requirement. This may have been an under-estimate of the requirements since CAC students with grade eleven or less had almost twice the drop-out rate of those with more education.

6.6 Length of course, number and length of sessions

The agreement between the colleges and the Ministry of Colleges and Universities specified that the CAC course should be 40-60 hours in length. As one check on this, participants were asked how long their course had been. The four most frequent replies were 40 hours (29.0%), 30 hours (17.0%), 60 hours (15.3%) and 54 hours (5.7%).

The following table shows that 67% of the participants reported that their total course length was within the specified period and another 10% reported that their course exceeded 60 hours. Twenty-three per cent reported the course was 39 hours or less. Mean total length was 47 hours.

Reported length of total course (hours)	Participants	
	n	%
1-19	6	1.3
20-29	13	2.8
30-39	86	18.8
40-49	170	37.1
50-60	137	29.9
61-100	<u>46</u>	<u>10.0</u>
Total	<u>458</u>	<u>99.9</u>
no reply	72	

Source: End-of-course questionnaire

What was the total number of sessions in your CAC course?	Participants	
	n	%
1-5	19	4.2
6-8	80	17.8
9-10	256	56.9
11-15	62	13.8
16-20	29	6.4
21-30	<u>4</u>	<u>0.9</u>
Total replies	450	100.0
no reply	80	

Source: End-of-course questionnaire

How long was each session? (hours)	Participants	
	n	%
1 hour and less than 2	5	1.1
2 hours and less than 3	19	4.2
3 hours and less than 4	97	21.6
4 hours and less than 5	86	19.1
5 hours and less than 6	58	12.9
6 hours and less than 7	169	37.6
7 hours and less than 8	<u>16</u>	<u>3.6</u>
Total	450	100.1
no reply	80	

Source: End-of-course questionnaire

In conclusion, students and college staff indicated on the end-of-course questionnaires, in the interviews, and on the telephone follow-up of both drop-outs and completers that the course could have been longer. The most common recommendation was, "extend it by one week". This may have been an indication that the course content was quite heavy. Some students suggested a slower pace as well as a longer time.

7. CAC IN THE CLASSROOM

- 7.1 Course usage - general
 - Coverage of course
 - Units omitted most frequently
 - Student workbooks and texts
- 7.2 Strengths of section 1 - Career Planning
- 7.3 Strengths of section 2 - Job Search
- 7.4 Weaknesses in section 1 - Career Planning
- 7.5 Weaknesses in section 2 - Job Search
- 7.6 Major modifications and supplements to section 1
- 7.7 Major modifications and supplements to section 2
- 7.8 Most and least valuable units (students' and instructors' views)
- 7.9 Implication of some student ratings of units
- 7.10 Pacing of the course and class size
- 7.11 Outside resources used
- 7.12 Instructors' objectives for individual students
- 7.13 Course endings

7. CAC IN THE CLASSROOM

7.1 Course usage - general

Evaluation should not only measure the outcomes of a project; it should also attempt to explain how the results were achieved. We were therefore interested in trying to record, describe and assess the use of the CAC course in the classroom.

In this section we have incorporated the actual wording of instructors and students into the text. As a result, a point-form format has been used extensively.

Coverage of course

Sixty-five percent of the course completers reported they had studied all units of section 1 - Career Planning.

Fifty-seven percent of the course completers reported they had studied all units of section 2 - Job Search.

Overall, instructors were not very successful in pacing themselves. They generally left themselves too little time for the second section, Job Search. The difference in coverage of the two sections was also affected by the fact that, in many courses, instructors were unable to get the GATB testing done and could not obtain the taped telephone scripts or the keysort materials.

Units omitted most frequently

Units most frequently omitted by instructors appear to be those for which essential materials or other facilities such as the keysort kit or taped telephone scripts were unavailable or where the unit was not relevant to students' needs. For instance, the unit, School Placement Office Awareness Survey was clearly inappropriate for students who had been out of school some months.

Instructors were asked, as part of the evaluation, to rate all projects of both sections of CAC as excellent, good, fair and poor. In the present study we used 28 instructor rating forms. In order to compare the ratings given, we arbitrarily assigned point values to the scale: excellent=4, good=3, fair=2 and poor=1. In addition to rating all projects, we asked instructors to indicate where projects had been omitted. There was a negative correlation between the number of times a project was omitted and the average score given to it by instructors (i.e., the lower a project's average score the more times it tended to be omitted).

Student workbooks and textbooks

Student reaction to both the workbook and the texts ranged from outright rejection to some students seeing the workbook as a "personal diary" which they valued highly. Some also saw the textbooks as so useful that they purchased their own copies. For some individuals a workbook was ideal. For others it represented far too much paperwork. The message is clear; instructors need to be sensitive to the varying needs of their students and provide as much or as little content and structure as the student requires to use the material.

7.2 Strengths of section 1 - Career Planning (instructor and student comments)

- good panels set a positive tone for the rest of the course and provided a good overview from first job to career;
- several projects helped participants to get to know each other better;
- personal inventories seen as a very essential unit by some instructors;
- keysort helpful and of great interest to many classes;
- many students valued the workbook as a useful future reference in their job search(s).

7.3 Strengths of section 2 - Job Search

- development of practical skills built confidence;
- brought in the reality of the local employment situation.

7.4 Weakness in section 1 - Career Planning

- introduction seemed quite weak;
- many instructors recommend a pre-course unit to address the following:
 - need for some climate setting;
 - students need to get to know each other before they begin to look seriously at the course content;
 - need for the development of some decision making skill;

- need for the development of some decision making skill;
- early, direct involvement of students is necessary (e.g., a simulation of the job market) to begin team building and the development of trust.

The following are short direct quotes from S10 (S10 was an evaluation instrument which asked instructors to comment on each unit of the CAC course, describe any modifications or supplements they used and explain their rationale.):

- "number the pages in the student manual"
- "too much content, paper and pencil stuff"
- "too simple, too personal, too complex"
- "much redundancy"
- "too academic"
- "some vocabulary unsuitable for course participants"
- "Stars and Your Work Future useless"
- "some unrealistic exercises given the unemployment figures for youth (e.g., dwelling on job security vs. promotion possibilities when most kids want a job, any job)."
- "the concept of a qualifications sheet a useful one"

- "work provided on resumes, letters of application, application forms and interviews all very well received by both students and instructors."

7.5 Weakness of section 2 - Job Search

- a few units (e.g. #1, #9) were repetitive
- a number of instructors criticised the telephone scripts as unrealistic
- some parts of the section were seen as a little idealistic given the high youth unemployment figures (e.g., Unit 2 Job Openings in settings where there are literally no jobs available in the community).
- too much content for the time available (40-60 hours total).

7.6 Major modifications and supplements - section 1 - Career Planning

- Unit 1 : Life's decisions
- Unit 2 : Exploring your feelings about work
- Unit 3 : Strategies for self-exploration
- Unit 4 : Making personal inventories
- Unit 5 : Discovering yourself through tests
- Unit 6 : Preparing to explore occupational alternatives
- Unit 7 : Exploring occupational alternatives
- Unit 8 : Strategies for gathering occupational information
- Unit 9 : Studying and evaluating alternatives
- Unit 10 : Ways of entering occupations

Unit	<u>Modifications/Supplements</u>	<u>Rationale</u>
1	<ul style="list-style-type: none"> -instructor prepared questions for the students to pose to panel -instructor used a younger panel than recommended -one guest used only - he was chosen to reflect the background of the students -three panelists, one on each of three days -<u>Films</u>: <ul style="list-style-type: none"> Choosing a Career Time of Your Life Life Line Negative vs. Positive (Force Field Analysis) Pack Your Own Chute 	<ul style="list-style-type: none"> students lacked job experience and were slow to become involved age difference was perceived as a block to communications students would have been overwhelmed with a full panel this was more manageable for the students and they were able to ask better questions as they got into the course -shortage of time -wish to increase impact of the course content -the need for added content (these were some of the reasons commonly given for using a film)

Unit	<u>Modifications/Supplements</u>	<u>Rationale</u>
1	-instructor used a tape of the panel from the first course for subsequent courses instead of organizing new panels	this saved time and energy
2	-an exercise <u>Nine Lives</u>	student attention span and interest was low
	-students did some field work interviewing workers on a variety of jobs	class time was not adequate to do unit as planned so this activity was substituted
	-course used Maslow's <u>Hierarchy of Needs</u> with participant sheets	to arouse interest in discussion of feelings about work
	-film, "The Skilled Worker" was shown	N/R*
	-supplemented the Unit with <u>Life Skills</u> exercises	N/R
3	-additional skill-identification exercises	reinforcement
	-value clarification exercises (<u>Twenty Things You Love To Do</u>)	N/R
	-Bolles/Zenoff <u>Quick Job-Hunting Map</u>	N/R
	-value sheets from the <u>Life Skills Program</u> - Saskatchewan Newstart Publications	to increase interest and to allow students to pinpoint their own values
	-Holland's <u>Self-Directed Search</u> used	reinforcement
	*no rationale given	

Unit	<u>Modifications/Supplements</u>	<u>Rationale</u>
4	-conversion of individual projects 2-6 into a chart	simplification
	-study of Examining Broad Life, Goals from <u>Planning Your Future</u> , Ford & Lippitt	N/R
	-film, <u>You Pack Your Own Chute</u>	N/R
5	-Hall Occupational Orientation <u>Inventory</u>	supplementary material
	-Wonderlic Personnel Test	local firms generally use this test as part of the interview process
	-used <u>Anger</u> exercise instead of the GATB and added <u>Canada</u> exercise	too much written work
	- <u>Choices Workbook</u>	preparation for use of the Choices terminal
6	- <u>Choices Workbook</u> and terminal	available in local area
	-film, <u>Keeping Up With The Changing World</u>	N/R
	- <u>Values Auction</u> using local newspaper ads	preparation for job search
	-drills on "attending behaviours" and listening skills	N/R

Unit	<u>Modifications/Supplements</u>	<u>Rationale</u>
7	- <u>Choices</u> Terminal -added John Holland's <u>Self-Directed Search and</u> <u>Occupation Finder</u>	N/R wished to broaden the occupational categories
8	-used both the college library and the careers library of the college counselling department	N/R
9	-interviews with people in a variety of work environ- ments -developed a one page occupational facts sheet for all jobs related to <u>one</u> <u>occupation</u>	to make students feel more comfortable talking to people on the job short of time
10	-one guest speaker used instead of a panel	difficult to organize for a panel because of physical distances

7.7 Major modifications and supplements - section 2 - Job Search

- Unit 1 : Self-analysis
- Unit 2 : Job openings
- Unit 3 : Answering advertisements
- Unit 4 : Using employment agencies
- Unit 5 : Using school placement offices
- Unit 6 : Personal contacts / canvassing employers
- Unit 7 : Employer-employee expectations
- Unit 8 : Investigating jobs
- Unit 9 : Assessing qualifications
- Unit 10 : Resumes and covering letters
- Unit 11 : Letters of application
- Unit 12 : Application forms
- Unit 13 : Telephoning employers
- Unit 14 : Interview preparation
- Unit 15 : Conduct during interviews

Unit	<u>Modifications/Supplements</u>	<u>Rationale</u>
1	-held qualification sheet over to use with resume writing exercises	should be done in Career Planning section
	-used film, <u>Tell Me About Yourself</u>	"felt action was more effective than words"
	-some Life Skills exercises	N/R
	-speaker from placement department of college	class enjoyed guest speakers
	-a CMC counsellor	N/R

Unit	<u>Modifications/Supplements</u>	<u>Rationale</u>
3	-a Jobs Ahead bulletin board at the beginning of course featuring local jobs - very useful at this point	N/R
4	-all relevant CMC programs	N/R
5	-tour of local college placement centre	N/R
6	-none reported	
7	-CMC counsellor gave a presentation on JET's Pre-Employment Orientation Package	N/R
8	-none reported	
9	-none reported	
10	-several colleges had students' resumes typed for them	students' lack of knowledge and skill
11	-none reported	
12	-none reported	
13	-did not use tapes - used role playing with two in-house phones	students losing patience with passive reading and writing - desperate need for practice on real phones

Unit	<u>Modifications/Supplements</u>	<u>Rationale</u>
14	-substituted film, <u>I Guess I Got The Job</u> for the tapes	N/R
	-used a guest as mock interviewer	N/R
	-added film, <u>Line Up Your Interview</u>	N/R
	-omitted whole unit and used two films, <u>Job Interview - Men</u> , and <u>Job Interview - Women</u>	N/R
15	-added film, <u>Handling the Interview</u>	N/R
	-unit done much earlier with practice sessions in small groups spread over the duration of the course	N/R

7.8 Most and least valuable units (Students' and instructors' points of view)

Section 1 - Career Planning

In rating the most useful and least useful units of CAC, students and instructors were in general agreement. There was, however, disagreement over the least useful unit of Section 1 - Career Planning.

Students rated Unit 1 - Life's Decisions least useful while instructors rated projects from that unit among the most useful of the section. (see appendix 2)

In Section 1 - Career Planning, students rated Unit 5 - Discovering yourself through tests, most useful. Instructors agreed, and rated several projects from that unit very highly. Their very highest ratings centred on the Occupational exploration kit (Keysort).

Section 2 - Job Search

In the Job Search section, student and instructor ratings of the most and least useful units were very similar. The units rated highest were:

- (a) Unit 10 - Resumes and covering letters
- Unit 14 - Interview preparation
- Unit 15 - Conduct during interviews

Both students and instructors who were involved with the program consistently stated that the practical, skill-developing units were the best parts of CAC. (This was certainly true of the Job Search section and the unit, Discovering yourself through tests in the Career Planning section. Students rated it most useful as it was practical

and immediately useful.)

Unit 4 - Using employment agencies, and Unit 5 - Using school placement offices were rated least useful by both students and instructors.

7.9 Implications of some student ratings of units

In the end-of-course questionnaire, course completers were asked the following questions:

24. Which single unit from Section 1 did you find to be the most useful to you?
25. Which single unit from Section 1 did you find to be the least useful to you?
26. Which single unit from Section 2 did you find to be the most useful to you?
27. Which single unit from Section 2 did you find to be the least useful to you?

Students' ratings produced three distinct clusters of units:

- (1) those units rated clearly most useful
- (2) those units rated clearly least useful
(both of which have been discussed in 7.8 above), and
- (3) those units where both ratings attracted high and roughly equal numbers.

This latter group is illustrated in the table below:

Section 1 - Career Planning			
Unit	Unit title	Number rating most useful	Number rating least useful
2	Exploring your feelings about work	45	55
3	Strategies for self-exploration	23	29
8	Strategies for gathering occupational information	25	24
Section 2 - Job Search			
1	Self-analysis	61	55

Source: End-of-course questionnaire.

The implications of this rating is that instructors must make careful judgements about the needs of their students to determine the appropriateness of particular units as well as the workbook (7.1 above).

There was a relatively high number of completers who did not respond to the above four questions. The isolation of single least useful units appears to have been particularly difficult.

% no response	
35%	27. Which single unit <u>from Section 2</u> did you find to be the <u>least</u> useful to you?
32%	25. Which single unit <u>from Section 1</u> did you find to be the <u>least</u> useful to you?
19%	24. Which single unit <u>from Section 1</u> did you find to be the <u>most</u> useful to you?
18%	26. Which single unit <u>from Section 2</u> did you find to be the <u>most</u> useful to you?

Source: End-of-course questionnaire

7.10 Pacing of the course

When students were asked which of the two sections of the course had been more helpful, Job Search (63%) emerged as more helpful than Career Planning (37%). While the intent of most instructors was to split their time about evenly between sections one and two, in fact less time appears to have been allocated by instructors to the Job Search section. Many instructors would have liked to devote more time in Section 2 to field work such as interviews with employers and employees.

7.11 Class size

Class size ranged from 4 to 33 students with an average of 12.9 students per class. Two thirds of the total classes within the evaluation (83) were in the 4-15 class size range. Instructors and co-ordinators seemed to feel that about 15 students was the ideal size for CAC.

No. of Students in a class	No. of classes
4-10	30
11-15	36
16-20	9
21-33	8
Average 12.9	Total 83

Source: Attendance registers

7.11 Outside resources

- set of slides from JET's pre-employment orientation package
- access to firms for field trips during the work day, e.g.,
Great Lakes Paper Company
- manpower counsellors
- Choices computer terminals
- films: see 7.6 and 7.7
- videotapes
- community resource people for panels

7.12 Instructors' objectives for individual students

In several of the interviews we had with CAC instructors we recorded some very specific objectives they held for students. One felt that students should come out of CAC with "realistic objectives". Another felt students should discover what they want to do, what they can do, and determine their next steps with full understanding of the necessary sacrifices. Several instructors set as an objective, having each student complete the course with a good typewritten resume. In another college the objective for each student was to have three different job areas they wanted to investigate upon completion of the course.

7.13 Course endings

Instructors ended the CAC course in a variety of ways. Some concluded with unit 15 of the Job Search section on job interviews. In at least one college, Fanshawe, the course ended with a one day review of the course work. In other college students were given a short personal interview prior to leaving. The object here was to discuss each student's future plans.

8. THE EVALUATION DESIGN

- 8.1 The research questions
- 8.2 The data collecting instruments
- 8.3 Sampling dropouts and completers
- 8.4 Reasons for non-inclusion
- 8.5 Reference periods of the drop-out and
completer surveys
- 8.6 Number of telephone calls
- 8.7 Statistical analysis

8. THE EVALUATION DESIGN

8.1 The research questions

The course evaluation was designed to answer these research questions:

- (1) What impact do CAC courses have on the
 - (a) occupational outcomes
 - (b) occupational attitudes
 - (c) vocational maturity of participants
- (2) How do those who complete the course differ from those who drop-out?
- (3) How are the CAC courses run? What changes are made in the course 'package' and why are these made?
- (4) What problems arise in the program of CAC courses? How can it be improved in the future?

A series of data collecting instruments were used to answer these research questions. They provided data from a variety of sources and at different times. The general rationale for this multi-instrument approach has probably been best explicated by Parlett

and Hamilton's Evaluations Illumination; The Evaluation of Educational Innovation (1977).

8.2 The data collecting instruments

Of the ten instruments used in this study, six fell under the responsibility of each participating institution to administer and return to the evaluators.

The actual findings of each of these instruments compared with enrolment is shown in the next table.

The single most disappointing response, in our opinion, is that Algonquin administered no end-of-course questionnaires to its 58 completers. That alone could have raised the coverage rate of the end-of-course questionnaire to 83.3%.

Response to evaluation instruments by institution

Institution	Students enrolled by May 31	S1	S2	S3	S6	S10	S11
Algonquin	85	73	82	10	0	2	2
Cambrian	69	100	69	4	41	1	1
Canadore	33	39	33	3	11	0	0
Centennial	60	60	54	4	37	2	2
Conestoga	39	38	36	3	17	2	0
Confederation	31	34	30	2	22	2	1
Fanshawe	49	56	43	7	20	2	2
Georgian	44	55	36	4	17	2	1
Humber	33	41	33	5	26	1	1
Lambton	68	73	62	5	59	2	2
Millhouse & Kitchener CRC	42	39	36	N/A	29	3	1
Niagara	151	129	105	10	78	1	0
Northern	126	129	86	9	47	5	7
Sault	13	14	14	3	4	0	0
St. Clair	42	42	42	3	12	0	0
St. Lawrence	32	6	25	2	16	1	2
Seneca	29	29	29	3	21	2	1
Sheridan	20	0	21	1	14	0	0
Sir Sandford Fleming	74	73	71	5	59	6	6
Totals	1,040	1,030	907	83	530	34	29

Note: S1 - Application form

S2 - Enrolment questionnaire

S3 - Class attendance register

S6 - End-of-course questionnaire

S10- Comments on units by instructors

S11- Rating of projects by instructors

The population coverage of each evaluation instrument was reasonably good, considering the problems.

Instrument	Estimated complete coverage	Actual coverage	%
S1	1,140	1,030	90.4
S2	1,040	907	87.2
S3	90	83	92.2
S6	706	530	75.1
S10	45	34	75.6
S11	45	29	64.4

The remaining four evaluation instruments were the responsibility of the evaluators. These were intended to include only samples of, respectively, drop-outs, completers and CAC staff.

Coverage of evaluation instruments by institution

Institution	Enrolled by May 31	S5	S7	S8,9
Algonquin	85	4	10	2
Cambrian	69	7	9	0
Canadore	33	1	1	2
Centennial	60	11	8	1
Conestoga	39	0	6	3
Confederation	31	3	2	1
Fanshawe	49	3	6	2
Georgian	44	5	4	1
Humber	33	1	8	2
Lambton	68	1	15	3
Millhouse & Kitchener	42	0	3	4
Niagara	151	21	12	4
Northern	126	0	8	5
Sault	13	6	2	0
St. Clair	42	0	0	3
St. Lawrence	32	0	3	0
Seneca	29	4	5	1
Sheridan	20	0	0	1
Sir Sandford Fleming	74	3	11	4
Totals	1,040	70	113	39

Note: S5 - Drop-out survey
 S7 - Completer survey
 S8, S9 - Interviews with CAC
 Co-ordinators/Instructors

The sampling percentage used in each evaluation instrument was:

Population	Estimated total	Sample size	Percentage
Dropouts	334	70	21.0
Completers	706	113	16.0
CAC Staff	50	39	78.0

8.3 Sampling dropouts and completers

For neither the dropout nor the completer populations was there a definite frame from which to draw the survey sample at the beginning of the project. Rather, it was a case of opening up lists of those definitely identified as a dropout or completer and those with an uncertain status. After about two weeks a 10% sample of those identified as either a dropout or completer was taken, listed and phoned when the appropriate reference period had been reached. This was repeated every two weeks for those newly identified since the last sample had been taken. When the lists were finally closed in mid July a sample of the whole list was taken to yield the following total sample sizes and proportions:

Survey	Total list length at mid-July	Total sample drawn	Sample proportion	Actual number contacted	Actual sample proportion
S5	290	87	33%	70	24.1%
S7	609	150	25%	113	18.6%

Overall, one CAC participant in five (183/899) was thus followed up in one or other of the phone surveys.

8.4 Reasons for non-inclusion

The following tables provide the reasons for the non-contacts in both surveys.

Reasons for non-inclusion - drop-out survey

No phone at home	6
Moved - no phone	3
Never attended CAC	3
Not a drop-out	2
9 unsuccessful calls	1
Other	<u>2</u>
Total	17

Reasons for non-inclusion - completer survey

On vacation/moved out of province	9
Phone disconnected/out of order	9
9 unsuccessful calls	7
Moved - no phone	4
Wrong number	3
No phone given	2
Other (sick, refused, answering service)	<u>3</u>
Total	37

8.5 Reference periods of the drop-out and completer surveys

When designing the evaluation it had been decided that the two following surveys of drop-outs and completers should happen with 21 days and 8 to 10 weeks (56-76 days) respectively. This was particularly difficult for drop-outs as their reference period of three weeks had often already elapsed by the time the attendance sheet was received in Toronto. Only 15% of the sample of drop-outs were contacted in this period. However, the great majority (70%) were contacted within five weeks.

number of days between
last attending CAC and
being contacted for S5

number of drop-outs

14-19	5
20-29	26
30-39	24
40-49	11
50-61	<u>4</u>

Total 70

About half of the sample of completers (60/113=53%) were contacted in the specified reference period. While some proved hard to contact and necessitated so large a number of calls that by the time they were interviewed the reference period had elapsed, a greater number had to be contacted early to complete the survey in time for computer processing.

n of days between
completing CAC and being
contacted for S7

n of completers

36-39	2
40-49	13
50-59	36
60-69	34
70-79	18
80-89	5
90 or more	<u>7</u>

Total 113

8.6 Number of telephone calls

On average, each successful contact for both drop-out and completer surveys required between 2 and 3 telephone calls with a total of 454 calls to 183 CAC participants. Almost 40% were contacted on the first try.

n of calls	n contacted after this number of calls	
	S5	S7
1	35	34
2	12	35
3	6	18
4	8	10
5	4	7
6	3	5
7	2	3
8		0
9		1
Total		70
		113

8.7 Statistical analysis

This study of CAC has utilized, for the most part, a very straight-forward analysis of tabulations, cross-tabulations and the chi-square test of association.

The 't' test of the difference in CDI scores between the enrolment and the end-of-course questionnaires used the following formula:

$$t = \frac{\bar{d}}{\sqrt{Sd/n}}$$

Where \bar{d} = the mean difference between each individuals score on the pre and post inventory

Sd = the standard deviation of d

and n = the number of individuals for whom both scores were available

This test of significance for differences between means of dependent groups was taken from Glass and Stanley Statistical Methods in Education and Psychology, 1970. The calculation of 95% confidence intervals in section 5.1 was found by computing:

$$2\sqrt{\frac{p \cdot q}{n} \left(1 - \frac{n}{N}\right)}$$

Where p = percentage in each outcome

q = (1-p)

n = sample size

N = population size

This was taken from Moses and Kalton, Survey Methods in Social Investigation, 1971.

9. RECOMMENDATIONS

1. The evidence of this study suggests that CAC is a useful vocational guidance course for those who have completed high school (Grade 12 or more). We recommend its use in the future for this clientele.
2. The high drop-out rate among those with less education (i.e. Grade 11 or less) and the large number of modifications made to simplify the program suggest that CAC is unsuitable for many of those who have not completed high school.

We recommend that a shorter, simpler and generally more practical version of the program be developed. Such practical skills as writing resumes and letters of application, and handling an interview are an expressed need of this group. The important skills of decision-making and planning, and the need for occupational information, self-knowledge and realism must not be omitted.

A major decision for those with Grade 11 or less concerns their future education. For many of them CAC offers the last opportunity to confront this decision and, with expert advice, systematically explore their options, together with others facing similar decisions.

3. Given the variety of possible stages of vocational maturity among unemployed youth, we endorse the kind of flexible use of CAC being developed at St. Clair College. Thus, modules of the course covering such areas as resume writing, interview skills and developing a personal profile should be developed and used as appropriate to the needs of the individual.

4. We recommend that the linkage between CAC and the workplace be strengthened. This might be done through field visits to work settings and bringing local employers into the course to discuss how and who they hire.
5. When OCAP applicants are undecided as to their career goals, and thus unsure as to the kind of placement they seek, they should be offered CAC in an appropriate form.
6. It is necessary for small colleges with a small staff to have more lead time than was available in this Program. Moreover, courses in these situations should not be offered back to back. Time should be allowed for recruitment and preparation to be properly handled.
7. We recommend the decentralization of responsibility for the timing of the courses to the colleges. This will allow colleges to hold courses at times when the opportunities for seasonal employment are low.
8. In future, centralized publicity support should be available to the colleges.
9. We recommend that CAC participants be offered the small reference books at a subsidized rate.
10. We recommend that the telephone scripts in the Job Search section be re-written in a more realistic form.
11. We recommend that instructors of CAC be offered a workshop in which they can exchange experiences and discuss this report.

Appendix one - The Creating a Career Program

Content and Process

'Creating a Career' consists of two major sections - Career Planning and Job Search - that may be used independently of one another. A description of the content in each of these sections follows.

The Career Planning section is designed to help young people explore who they are, where they are, what their opportunities are, and what faces them in future. It is also designed to help them develop the skills required to act upon their knowledge. Without these skills, everything is left to chance.

In Unit 1, students explore the content of "careers" through discussions with retired persons. The purpose is to clarify some of the important decisions they will have to make at different stages in life and to show how these decisions are related to one another.

Unit 2, examines the nature of work within the context of needs satisfaction. Through group discussions and individual activities, students explore their values and begin to verbalize their expectations from work.

At this point, few students know much about themselves other than that they feel powerless to deal with the future. Beginning in Unit 3, an attempt is made to increase student self-knowledge and to provide them with the skills to obtain self-information. In this unit, students explore the self-knowledge needed to make wise decisions, and identify strategies for acquiring this information. In Unit 4, the students gather information by surveying their life experiences and activities and by talking to others who know them well. In Unit 5, they gain more self-knowledge by completing and interpreting tests, inventories, and checklists. Throughout these units, students are encouraged

to evaluate the strengths and weaknesses of the strategies being used.

In Unit 6, students prepare themselves to search for occupational alternatives using personal descriptors as stimuli. They identify those self-descriptions that most broaden and most restrict the range of options available to them. They also code information from their tests, inventories, and checklists in preparation for using an occupational exploration kit.

By the time students have completed Unit 7, they have a manageable list of occupational alternatives but very limited information on these occupations. In Unit 8, they prepare themselves for collecting additional facts. They examine what they need to find out about occupations to make a wise choice, and identify information sources and ways of locating these sources.

In Unit 9, students locate, collect, and later evaluate facts on three of their occupational alternatives. Following these activities, students are involved in individual sessions with the instructor or counsellor. The purpose of these sessions is to help students assess their progress and determine their next steps. Unit 10 examines ways of entering occupations and, depending upon students' needs, may be completed earlier in the program.

The Job Search section of 'Creating a Career' is designed to encourage young people to choose their work instead of being chosen by it. In Unit 1, students prepare a detailed inventory of their life's activities and examine it closely. This exercise helps them determine the kind of work in which they would be most likely to succeed., and find most satisfying.

Many students believe that jobs simply are not available. In Unit 2, the causes of job openings and labour force statistics are examined in an attempt to dispel this myth.

Beginning in Unit 3, the major job search methods are examined. In this unit, students are asked to examine classified advertisements from a variety of sources. Unit 4 explores services provided by public and private employment agencies, and Unit 5 explores the services provided by the school placement office. Learning to use these services in an appropriate manner is emphasized. In Unit 6, students identify persons who could help them in their job search. Canvassing employers is examined as one way of locating job openings.

In Unit 7, students discuss employer expectations, and alternately, what they (students) can reasonably expect in return for working. The students also assess their personal job traits and past performances to identify behaviours that might prevent them from getting a job.

Students investigate jobs and prospective employers, and match their qualifications to job requirements in Units 8 and 9. The whole rationale for these units is that people should not make indiscriminate applications, but should apply for those jobs for which they are qualified, and which appeal to them.

In Units 10, 11, and 12 students make job applications using a resume and accompanying letter, a separate letter of application and an employment application form. Students make job applications using the telephone in Unit 13.

Finally, in Units 14 and 15 students practice for job interviews. They role-play different stages of an interview and are evaluated by one of their classmates in Unit 14. In Unit 15, students make all the necessary arrangements and actually go for an interview with an employer in their community.

Both the Career Planning and Job Search sections of 'Creating a Career' have been developed on the same model. Students must first clarify the decision they are facing, e.g., choosing an occupation, education, training program, or job. They must then determine what kind of information they need regarding themselves, and the environment in which their choice will be implemented. The strategies they will use for collecting information must be planned, and the information gathered and evaluated.

Materials

The following materials have been developed for instructor and student use in the 'Creating a Career' program:

1. Instructor's manual. The instructor's manual is a detailed guide for managing and conducting the program. Prior to considering the two major sections - Career Planning and Job Search - an overview of basic understandings is presented. For each unit the following information is given: objectives, preparation and materials required, procedures with guidelines, student activities, follow-up activities, and a list of references and supplementary materials, where required.
2. Career Planning and Job Search workbook. The student's book is similar in format to the instructor's manual. It consists of Career Planning and Job Search sections that are further broken down into units. For each unit, the following information is given: objectives, preparation, individual activities, group activities, and a self-evaluation check-list. Details on individual and group projects are provided on separate pages and, for much of the student's written work, prepared forms are provided. Because the completed workbook contains extensive personal and occupational information, it is useful as a reference when students are faced with future career decisions.

3. Career Planning guide and Job Search guide. These two small reference books, which are companions to the Creating a Career program, contain information that students require for making appropriate career plans and conducting successful job searches. The various chapters guide students through the career planning and job search processes in a systematic fashion, and direct them to other sources of information and assistance. Like the workbook, these materials should continue to be useful after course completion.
4. Exploring Occupations Kit (i.e., keysort cards). This kit contains 500 keysort cards. Each card provides a list of occupational titles that represent all or part of a unit group of occupations based on the Canadian Classification and Dictionary of Occupations classification system. The unique feature of this kit is its usefulness as an access tool. By using the manual keysorting technique, the student can identify occupational groups suited to his/her particular profile of interests, temperaments, and aptitudes. The cards have been selected to provide access to the total Canadian job market. In addition to these instructional materials, certain standardized tests and reference books are recommended for program use. Access to materials describing occupations and education and training opportunities is also advisable

(C. DAVISON and G. TIPPETT,
Adult Training Vol.2, No.,3, 1976)

Appendix two

Mean instructor rating of projects
and number of times omitted

Section 1 - Career Planning

Source	No. of times omitted	Unit no.	Individual project	Group project	Project title
3.33	8	7	3		Using an occupational exploration kit (keysort)
3.30	7	6	2		Developing a coded personal profile
3.19	1	1		1	Describing a career
3.12	9	6	3		Interpreting occupational qualifications profile
3.00	1	1		2	Some advice on career decision-making
3.00	0	4	4		Assessing your past performance
3.00	4	5	7		Assessing your aptitudes
2.96	0	4	4		Assessing your interests
2.95	4	5	3		Assessing your temperments
2.91	4	5	4		Examining physical activities in work
2.90	6	5	2		Assessing your involvement with data-people- things
2.88	0	2	1		How do you feel about work?
2.88	1	4	1		Defining who you are
2.88	3	5	1		Assessing your work activity interests
2.86	4	5	5		Examining environmental conditions
2.86	5	8	1		Studying occupations
2.85	5	8		1	Studying occupational information
2.81	0	2	2		What satisfaction do you expect from work?
2.76	1	4	5		Identifying personal characterr traits
2.76	1	4	7		Setting goals
2.73	5	5	7		Assessing your general education development level
2.72	2	9	1		Evaluating your alternatives
2.62	12	6	1		Ordering my personal descriptors
2.56	4	5	8		Assessing your specific vocational preparation level
2.44	4	4		1	Role analysis
2.38	6	7	2		Identifying problem areas
2.38	7	7	1		Using personal knowledge of occupation to

Instructor Rating of ProjectsSection 2 - Job Search

Score	No. of times omitted	Unit no.	Individual project	Group project	Project title
3.45	1	10	1		Preparing your resume
3.40	3	10		3	Tailoring the resume to the job
3.43	3	12		1	Handling difficult questions
3.39	2	10		2	The employer's decision (whom shall I invite for interview?)
3.37	1	10	2		Preparing your cover letter
3.34	1	11	1		Preparing your application letter
3.33	3	14		1	Evaluating interview performances
3.32	1	10		1	Employer's decision (which resume(s) should I look at?)
3.31	4	15		1	Role-playing job interview
3.25	0	7	1		Case studies involving employer-employee expectations
3.20	5	15	1		A simulated job interview
3.18	0	7		3	What do you want in a job?
3.16	1	11		2	Evaluating closing paragraphs
3.16	1	11		3	Evaluating letters of application
3.15	5	8	2		Choosing key questions
3.13	5	8	1		Preparing to investigate an employer and a job
3.12	9	6	3		Interpreting occupational qualifications
3.09	3	1	7		Qualifications sheets
3.07	0	7	1		Check list of personal job traits
3.05	7	13		1	Telephoning an employer....Script 1
3.00	5	1	5		Examining educational activities
3.00	0	7		3	Past performance check list
3.00	9	13		4	Practising a telephone interview
2.95	4	1	6		Completing your self-analysis
2.94	9	13		2	Telephone an employerScript 2
2.92	2	3	3		Applying for the specific job
2.90	4	1	1		Beginning your self-analysis
2.88	2	3	4		Identifying required qualifications
2.88	8	8	3		Practising an investigation of a job prospect

Instructor Rating of Projects

Section 2 - Job Search (cont'd)

Score	No. of times omitted	Unit no.	Individual project	Group project	Project title
2.86	11	13		3	Telephoning an employer...Script 3
2.84	2	3	2		Identifying "blind" advertisements
2.82	3	3	1		Writing out advertisements
2.80	3	6	1		List of people to see
2.80	6	15	2		Following up the interview
2.78	5	9	4		Determining the benefits associated with a job
2.77	5	9	1		Determining educational and/or training requirements
2.76	5	1	2		Examining paid jobs
2.76	4	1	3		Examining unpaid jobs
2.70	7	7	2		How to create your own job
2.60	4	1	4		Examining leisure activities
2.50	5	9	3		Determining personal qualifications required
2.50	13	5	1		School placement office awareness survey

Appendix threeList of people interviewed

Algonquin College - April 12/78

Dave Boon - Administrator

Flourion Laberge - Instructor

Sir Sandford Fleming College - April 13/78

Bev Turner - Administrative Assistant

Richard Pelletier - Administrator

Judy MacLelan - Instructor

Dugald McDonald - Instructor

Humber College - April 25/78

Andrew Davidson - Instructor

Mike Lancelot - Administrator

Centennial College - May 8/78

Mr. Southworth - Administrator and Instructor

Sheridan College - May 12/78

Cliff Noble - Administrator

Confederation College - May 18/78

Burt Walton - Administrator and Instructor

Canadore College - May 19/78

Edie Torbay - Administrator

Andrew Sare - Instructor

Seneca College - May 26/78

Pam Mitchell - Administrator and Instructor

Niagara College - May 26/78

Wilma Puttee - Instructor

Peggy MacLeod - Instructor

Gord McPherson - Instructor

Eric Madsen - Administator

St. Clair College - May 30/78

Ruth Trimmer - Instructor (Kitchener House)

Violet Burns - Administrator and Michelle Graham - Instructor
(Millhouse)

Lori Caba - Instructor

George Lewis and Don Becker - Administrators

Northern College - June 22/78

A. LeBlanc and Debra Petrus - Administrators

Phil Morgan - Instructor

Bob Goluch - Instructor

Conestoga College - June 26/78

Aubrey Hagar - Director

Ross Cromwell - Co-ordinator

Helen Watt - Instructor

Kitchener House - June 26/78

Ruth Trimmer - Instructor (second interview)

Lambton College - June 27/78

Len Evans - Administrator

Norm Millington and Karen Goppil - Instructors

Fanshawe College - June 28/78

Bruce Hill and Barry Whittaker - Administrators

July 21/78

Raymond Breton, author of "Social and Academic Factors in the Career
Decisions of Canadian Youth"

Georgian College - July 25/78

Gary Dover - Administrator (visited the OCAP office in person)

Appendix four

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